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ABSTRACT

This monograph outlines the "Long-Range Plan" for Texas public schools, which was implemented by the state board of education in compliance with legislative mandate. The plan, to be reevaluated and updated each biennium, originated from the perceived needs of a diverse and changing demography. The report presents listings of state board members and program staff and a chronology of development from 1985 through January 1987. The mission of public education requires quality instruction, equitable opportunities for students, and system accountability for results. An outline of the plan's eight goals comprises the majority of the document. Each goal enumerates objectives; present and projected needs to attain objectives; actions by agencies (the state, regional service centers, districts, and universities); and expected results of objectives, needs, and actions. The eight goals are as follows: (1) student performance--all students will meet or exceed performance standards; (2) curriculum--a balanced curriculum will realize students' learning potential; (3) teachers and teaching--qualified teachers will be attracted and retained; (4) organization and management--the system will be productive and accountable; (5) finance--students will receive equitable financing; (6) parent and community involvement--these sectors will be partners in school improvement; (7) innovation--the instructional program will be continually improved; and (8) communications--educational interest groups will communicate consistently. (CJH)

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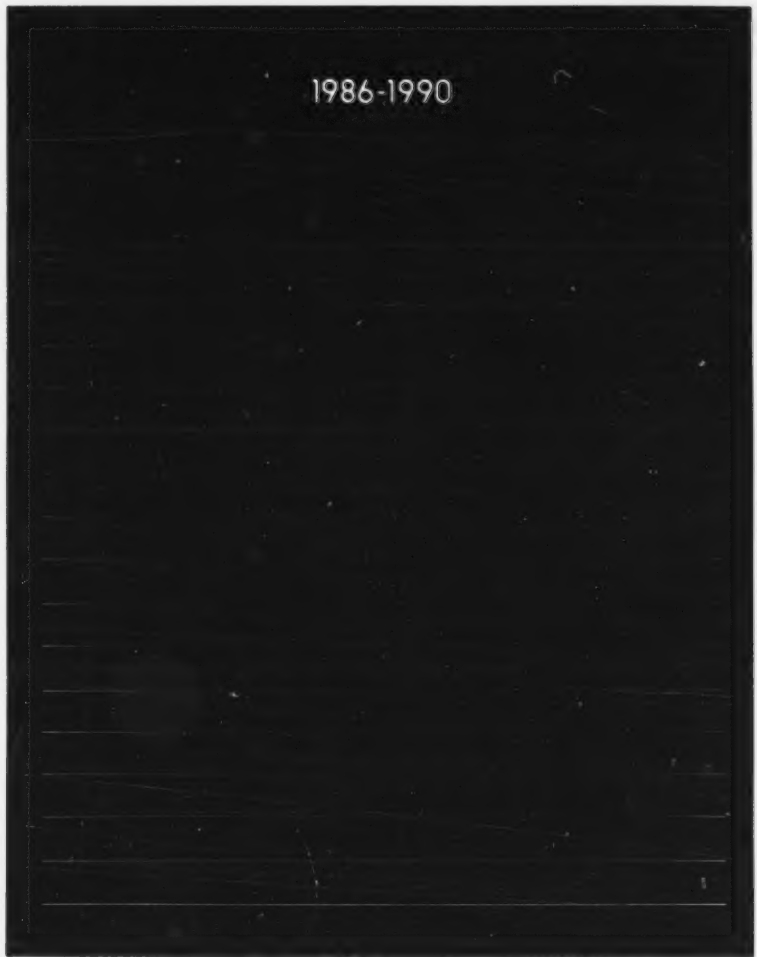
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January 1987

To Members of the Legislature and the Citizens of Texas:

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When the newly-appointed members of the State Board of Education took office in the fall of 1984, we were responsible for implementing the immediate requirements of House Bill 72, and we were directed to set a course for public education for several years into the future.

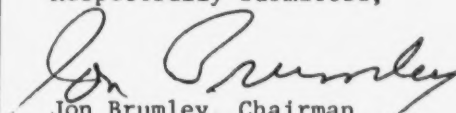
This mandate to adopt a Long-Range Plan for Texas Public School Education was given a high priority by the State Board. The resulting Plan represents more than a year of intense efforts by Board members, consultants and Texas Education Agency staff. Working hand in hand with State Board biennial budget requests and legislative proposals, the Long-Range Plan has one overriding goal: to improve significantly the quality of education for current and future generations of Texas schoolchildren.

The Plan is not simply a set of lofty goals and objectives. Specific expectations are set for results that will be accomplished under the Plan--results such as reducing the dropout rate, eliminating the achievement gap between disadvantaged children and other students, improving test scores, and retaining qualified teachers.

The effort has culminated in the development of a comprehensive Plan for meeting the long-range needs of Texas public education. However, additional planning is essential to meet the ever-changing needs of our state. As circumstances change, modifications will be necessary. For this reason, the Long-Range Plan presented to you here is the first of a series of plans that will be evaluated and updated each biennium. It represents a combined effort based on the objectives of statute, the priorities of the State Board, and extensive research undertaken by the staff of the Texas Education Agency.

The State Board of Education appreciates the cooperation and support it receives from the Texas Legislature and the people of this state. We look forward to continuing to serve the needs of Texas schoolchildren.

Respectfully submitted,


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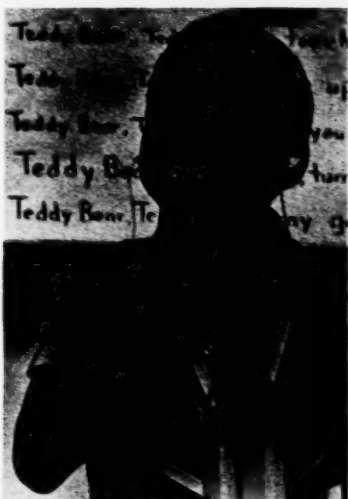
Chronology of the Development of the Long-Range Plan for Texas Public School Education

Public Hearings on the Mission, Goals, and Objectives

July 1, 1985—Carrollton, Texas	July 10, 1985—Lubbock, Texas
July 2, 1985—Fort Worth, Texas	July 18, 1985—Midland, Texas
July 3, 1985—Corpus Christi, Texas	July 18, 1985—Beaumont, Texas
July 3, 1985—Victoria, Texas	July 19, 1985—San Antonio, Texas
July 8, 1985—Abilene, Texas	July 19, 1985—Houston, Texas
July 8, 1985—Longview, Texas	July 22, 1985—Waco, Texas
July 9, 1985—Edinburg, Texas	July 25, 1985—El Paso, Texas
July 9, 1985—Amarillo, Texas	July 26, 1985—Austin, Texas

November 9, 1986	Mission, Goals, and Objectives approved by the State Board of Education
November 1985- February 1986	Task Forces and work groups met with consultants and drafted the Long-Range Plan and the working papers
February 21, 1986	First draft of the Long-Range Plan submitted to the State Board of Education
March 1, 1986	Presentation by Task Force Chairs of the Long-Range Plan to the Long-Range Planning Committee
April 5, 1986	Consultant critique of the Long-Range Plan
April 23, 1986	Committee work session on the Long-Range Plan
May 10, 1986	Preliminary draft of the Long-Range Plan approved by the State Board of Education
August 18, 1986	Preliminary draft of the Long-Range Plan presented to the Legislative Education Board
August-October 1986	Preliminary draft revised and synthesized
October 31, 1986	Committee work session on the Long-Range Plan
December 2, 1986	Committee work session on the Long-Range Plan
January 10, 1987	Long-Range Plan for Texas Public School Education adopted by the State Board of Education

Contents



Mission of Public Education in Texas	1
--	---

Background to the Long-Range Plan	2
---	---

Goal 1:

Student Performance. All students will be expected to meet or exceed educational performance standards	5
--	---

Objectives	5
------------------	---

The Needs	7
-----------------	---

The Actions	9
-------------------	---

The Expected Results	13
----------------------------	----

Goal 2:

Curriculum. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives	15
--	----

Objectives	15
------------------	----

The Needs	17
-----------------	----

The Actions	19
-------------------	----

The Expected Results	23
----------------------------	----

Goal 3:

Teachers and Teaching. Qualified and effective teachers will be attracted and retained	25
--	----

Objectives	25
------------------	----

The Needs	27
-----------------	----

The Actions	29
-------------------	----

The Expected Results	32
----------------------------	----

Goal 4:

Organization and Management. The organization and management of all levels of the educational system will be productive, efficient, and accountable	33
---	----

Objectives	33
------------------	----

The Needs	35
-----------------	----

The Actions	36
-------------------	----

The Expected Results	40
----------------------------	----

**Goal 5:**

Finance. The financing of public education will be equitable to all students in the state	43
Objectives	43
The Needs	45
The Actions	46
The Expected Results	48

Goal 6:

Parent and Community Involvement. Parents and other members of the community will be partners in the improvement of schools	51
Objectives	51
The Needs	53
The Actions	55
The Expected Results	57

Goal 7:

Innovation. The instructional program will be continually improved by the development and use of more effective methods	59
Objectives	59
The Needs	61
The Actions	62
The Expected Results	64

Goal 8:

Communications. Communications among all public education interests will be consistent, timely, and effective	65
Objectives	65
The Needs	67
The Actions	68
The Expected Results	70

Mission Of Public Education In Texas

Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state is responsible for preparing our children to live and work in this changing future.

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability.

- Instruction must be provided at the highest levels of **quality**.
- Educational opportunities and resources must be distributed with **equity** for all students.
- The educational system must maintain accountability for demonstrated results and continuous improvement.

Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.



Background

This Long-Range Plan for Texas Public School Education, which was mandated by House Bill 72, enacted during the Second Called Session of the 68th Texas Legislature, is the first biennial four-year plan designed to improve instruction and use of resources throughout the educational system in Texas. As stated in the legislation (Texas Education Code 11.26(b)), "The board shall review periodically the educational needs of the state, establish goals for the public school system, and adopt and promote four-year plans for meeting those needs and goals."

The first step taken to meet this directive was the creation of the Long-Range Planning Committee within the State Board of Education. Chaired by Rebecca Canning and composed of Mary Helen Berlanga, Emmett Conrad, Carolyn Crawford, Charles Duncan, and William McBride, the Committee drafted the Mission, Goals, and Objectives statements and refined them through discussion, study, and advice gathered at public hearings and from staff before they were proposed to and approved by the Board. With the guidance of local, state and national consultants and extensive literature review, the Texas Education Agency then developed a management action plan for meeting the goals and objectives. The plan was further refined through Board discussion and consultation with additional national experts and through management budgeting and priority setting. These efforts have resulted in (1) this Long-Range Plan for the state, (2) an Agency management plan, and (3) a set of research-based working papers.

In preparing this Long-Range Plan, the Board has been acutely aware that the environment in which students grow up and learn in Texas is changing dramatically. Demographic and economic changes will affect the composition of the state's classrooms, support for education, and what children need to learn. A Long-Range Plan must take account of this new environment.

Above all, Texas is growing in both size and heterogeneity. By 1990, Texas will be the second most populous state in the nation with a projected school enrollment of approximately 3.5 million—an increase of more than eight percent since 1986. During the four years of this Plan, the student population will be characterized by increasing proportions of ethnic and racial minorities. While the number of white students not of Hispanic origin enrolled in public schools will increase approximately nine percent during this time, Hispanic enrollment is projected to increase over 16 percent. The greatest increase in ethnic and racial diversity is seen in early age groups. Among children aged four to seven, there is likely to be over a ten percent increase in the Hispanic population, over a five percent increase in the black population, and less than a four percent increase in the white population. Already in 1986, the ethnic distribution of first graders is 50.5 percent white, 15.2 percent black, and 32.5 percent Hispanic. Thus, the wave of minority-become-majority has already reached the schools. This burgeoning minority representation is likely to continue through the next decade and into the next century.



These developments mean that Texas will need significantly more teachers and, in order for the education staff to reflect the state's ethnicity, more of these teachers will need to be Hispanic and black. Additional teachers are also needed because of required class-size reductions that enhance learning by young children. However, because of tests for admission and certification—tests that succeed in increasing the qualifications of the state's teachers—and because of other factors, such as economic and working conditions, the number of entrants into the field is diminishing. Texas is likely to face a severe shortage of competent teachers.

These demographic developments pose other educational challenges, for an increasing percentage of the children entering school in the next four years comes from groups that have traditionally left school early. In 1980, 70 percent of whites but only 40 percent of Hispanics and 60 percent of blacks over the age of 25 had graduated from high school. Only 66 percent of Hispanics who entered the ninth grade in 1979 stayed in school until their senior year, and only 59 percent graduated. Texas ranked near the bottom, 38th among the 50 states, in 1980, in the proportion of its population, aged 25 or older, that completed high school. High school completion, as a minimum, must be among the state's highest priorities.

During the coming four years, the number of disadvantaged students is likely to increase by over 100,000. This represents over a twelve percent increase in the percentage of students who receive free and reduced-price meals. This is a higher percentage than the increase in the overall student population. Thus, the percentage of disadvantaged students is increasing even faster than the student population as a whole.

Such students, often called 'at risk,' are one of the focal points of this Long-Range Plan. All education entities and all public health and social service agencies are called upon to help close the achievement gap between disadvantaged and other students. But these are not the only students who are at risk. Students who learn more slowly, those who learn rapidly, and those who have particular learning needs are all at risk of failure, non-completion, or neglect unless their needs are met.

The changes in the composition of the student body will take place during an uncertain economic future. Economic forecasts project that the slow growth that the state's economy is currently experiencing will continue through 1987. By 1988, however, the second year of this Long-Range Plan, most indicators of growth will improve. By 1990, furthermore, indicators such as gross state product and personal income are expected to be higher, and unemployment is expected to be lower than during the peak in the state's fiscal health several years ago. Because the petroleum and petrochemical industries and agriculture, though predicted to turn upward during this time period, are not expected to regain their previous robustness, the state must and will undergo an economic transition. While some short-term improvement may occur, long-term

economic revitalization requires that all Texas students be better prepared not only in basic skills but in more complex academic and vocational skills. The composition of the future workforce also requires that achievement gaps between ethnic groups be eliminated.

Because the economy of the future will be built on human rather than natural resources, the elementary and secondary school system is pivotal to economic recovery and the well-being of Texas. Loss of funding will undermine the very future that cutbacks and false economies may seem to remedy. Increased support for education is mandatory in order to sustain and build upon the gains that have been made and are projected. Texas must expand its educational as well as its economic horizons to ensure an informed populace and a capable workforce and to avoid continued economic decline.

Because of these diverse needs and resources, the state, school districts, regional education service centers, and colleges and universities must seek a wide variety of means to meet the goals and expectations conveyed in the Long-Range Plan. The Long-Range Plan, therefore, encourages multiple approaches and emphasizes results rather than specific processes.

In order to help districts meet the performance standards, the Board will provide leadership by setting priorities, recommending financial and other incentives, and publicly recognizing success. When necessary, the Board will also apply penalties. The Texas Education Agency will provide help through technical assistance, including staff development and sharing information and research results. Agency action alone, however, will not achieve the necessary results.

This plan is addressed to the citizens of Texas—

to the parents and members of our communities whose support is critical if we are to have better schools;

to the Legislature at whose direction this report was prepared and who, in difficult economic times, must provide the level of funding necessary to sustain educational improvement; and

to educators whose concurrence and implementation will make the plan a reality.

Texas is now a national leader in educational reform. With continued commitment, by the year 2000, Texas should lead the nation in achieving results.





GOAL 1:

STUDENT PERFORMANCE

**ALL Students will be expected to meet
or exceed educational performance standards.**

OBJECTIVES

1-1	Set increasingly challenging expectations for academic performance by all students in the public schools, measure student learning, and report performance results.
-----	---

1-2	Close the achievement gap between educationally disadvantaged students and other populations.
-----	---

1-3	Support priority funding for prekindergarten, kindergarten, and the elementary grades.
-----	--

1-4	Improve student skills in thinking critically and solving problems.
-----	---

1-5	Recognize outstanding achievement by students and improved academic performance by campus.
-----	--

1-6	Establish programs to reduce the dropout rate and encourage higher attendance.
-----	--



GOAL 1:

Student performance: All students will be expected to meet or exceed educational performance standards.

The Needs

Academic performance of Texas students must continue to improve, not only according to state indicators but also relative to the nation as a whole. This improvement must apply to all of the students in the state, regardless of economic status, ethnicity, or race. State, regional, and local action must focus on this goal.

The state must hold high expectations for its students and must provide incentives, assistance, and other strategies to help schools help students meet the expectations. Regional education service centers must also help schools in their mission. It is the principal mission of the schools to ensure that all students master the knowledge, skills, and competencies through the essential elements and, to the extent of their ability, progressively advanced material. It is incumbent on the districts to provide an instructional environment in which this occurs.

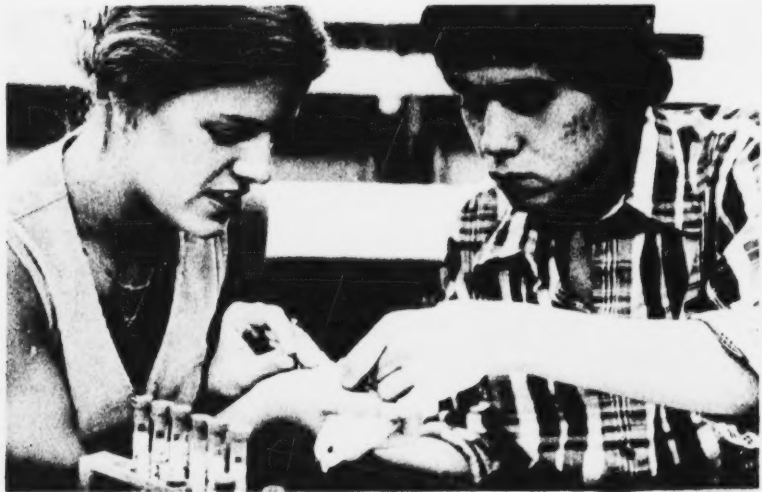
Performance of Texas students, as measured by state tests of minimum skills, has improved significantly. Test results indicate that:

- During the five years of 1980 to 1985 that students took the Texas Assessment of Basic Skills (TABs), scores generally increased.
- Performance by minority groups during that time improved faster than that of the majority group.
- On the Texas Educational Assessment of Minimum Skills (TEAMS), first administered during the 1985-86 school year, 91 percent of eleventh graders passed the exit-level test required for graduation.
- The overall performance of students is now at approximately the national average.

Despite these advances, however, areas of inadequate performance persist. Tests also reveal that:

- Although the majority of students pass TEAMS, far too many fail to achieve even the minimum state standards and require remediation.
- Whereas 91 percent of eleventh graders passed the TEAMS English language arts test, they would on the average fall below the fiftieth percentile when compared to national standards.
- Disparity in academic achievement is particularly troubling in regard to disadvantaged students, that is, students eligible for free or reduced-price meals. At the exit level, 13 percent fewer disadvantaged than other students passed the TEAMS mathematics test, and 14 percent fewer passed the English language arts test.

A further concern is that minimum skills testing is not a wholly adequate measure of learning. As schools concentrate on preparing students to pass TEAMS, they may tend to devote less time to the development



of analysis, synthesis, and other critical-thinking and problem-solving skills. Tests of reading, writing, and mathematics with a relatively low passing threshold should neither substitute for measures of more sophisticated learning nor limit the curriculum to the tests.

Texas students' scores on the Scholastic Aptitude Test (SAT), for instance, like those of students throughout the nation, began to drop almost 20 years ago and then slowly to rise in the last several years. Scores in Texas, however, dropped more precipitously and have recovered less than those in both the nation as a whole as well as in comparable states.

As disturbing as some of these conditions are, the actual academic achievement of young people in Texas is even worse than the test data can reveal, for the performance levels cited above are attained by only those youngsters who remain in school. Approximately 90,000, or 35 percent, of the teenagers who entered ninth grade in 1981 were not in public school at the time that their classes graduated in 1985. In comparison, approximately 26 percent of high schoolers nationwide do not complete school. The highest dropout rates occur in schools in large urban areas and among Hispanic students, followed by black and white students. Thus, the educational preparation of over one-third of the state's population is inadequate, and their ability fully to participate in a society that demands high standards of literacy is greatly diminished.

These figures represent a catastrophic loss not only to the individuals and to the education system but also to the economy of the state. Over one-third of the state's population over the age of 18 has not completed high school, and one-fifth has not completed eighth grade. An individual who leaves school before graduating earns approximately \$150,000 less over his or her lifetime than does a graduate; and, almost two-thirds of the household heads in the state who receive Aid to Families of Depen-

dent Children have not earned a diploma and may need help in preparing their children to succeed in school. The state, furthermore, expends over \$11,000 each year on every prison inmate, 85 percent of whom left school early. This amount compares with an average current operating expenditure for 1985-86 of \$3432 per student in the public schools. The syndrome of poverty, failure in school, and low self-esteem characterizes too large a proportion of Texas citizens.

The Actions

A single set of actions will not erase the achievement gap that exists between disadvantaged and other children; nor will it eradicate the reasons for teenagers leaving school early. Underachievement is often coupled with low economic status, membership in an ethnic minority group, limited English proficiency, rural isolation, intellectual deprivation during infancy and early childhood, and/or migrant status. Changes in the educational system as a whole and in other areas of society are needed to address through early intervention and other means the poor performance of disadvantaged students. Some of these needed changes are discussed below; others are delineated under other goals.

Above all, the state must lead in conveying the expectations that all students can learn, that performance by students at all levels can improve, and that all students must be challenged. The first step, already taken, in conveying high expectations of all students was the raising of the minimum TEAMS exit-level passing score.

By the State

Agency Program Responsible

-
- The Texas Education Agency will provide help to schools on establishing and meeting their student performance goals to close the achievement gap between educationally disadvantaged students and other populations.
 - Topics on which the state will provide assistance include:
 - establishing student performance goals;
 - identifying students at risk;
 - implementing group instructional plans;
 - implementing strategies based on research on effective teaching;
 - meeting the special needs of linguistic and ethnic minorities;
 - implementing effective and efficient organizational methods;
 - establishing school-business partnerships; and
 - developing models for creating high expectations.

Curriculum and
Program Development

By the State

Agency Program Responsible

- The minimum passing TEAMS scores will be reexamined annually and raised as appropriate. Research and Information
- The rigor of TEAMS tests will be increased at least every five years. Research and Information
- Additional measures for judging performance will be established. Research and Information
 - The skills needed to be successful on achievement tests are but one measure of the extent to which students are being educated to be productive in a changing future. Other indicators such as success at institutions of higher education and at finding suitable employment and increased student participation in rigorous courses will be examined.
 - The state will explore the expanded use of norm-referenced tests to evaluate student performance.
- Funding mechanisms that will equitably target additional state funds to prekindergarten, kindergarten, and the elementary grades will be proposed. Research and Information
and
Finance and Compliance
 - A special allotment with an increased weight for kindergarten through Grade 2 and, in 1988-89, for Grades 3 and 4 will be sought.
 - Reductions will be made in the number of waivers granted for the class-size limitation of 22 students and for the prekindergarten requirement.
 - Services provided to young children by state agencies and other groups will be coordinated.
 - Certification requirements and inservice training for early childhood teachers will be strengthened.
 - The Texas Education Agency will provide assistance on establishing a parental component to the prekindergarten program, kindergartens, and elementary schools.
- The State Board of Education will publicly recognize campuses and districts that exhibit significant improvement trends on TEAMS, SAT/ACT, and other achievement scores, decreased dropout rates, and decreased failure rates for disadvantaged students. Curriculum and
Program Development
- The state will lead in the establishment of a consortium of agencies and commissions that provide health and human services to seek long-term, comprehensive solutions to the problems that lead to high dropout rates and that impede school success. Curriculum and
Program Development

By the State

Agency Program Responsible

- The state will coordinate dropout prevention efforts.
 - Activities will include data collection, creating a task force to investigate possible solutions such as early identification, alternative schools, and public-private cooperative programs that require student employees to remain in school, and seeking funding for demonstration sites.

Curriculum and
Program Development
and
Research and Information

By the Regional Education Service Centers

- Assistance to districts should concentrate on raising student performance.
- Information about and assistance in implementing practices that promote effective teaching and effective schools should be provided to districts.
- Assistance should be provided on developing plans for campus improvement.

By the Districts

- Districts must ensure that the curricular program and teachers prepare all students to meet, and increasing percentages of students to exceed, the passing score on TEAMS.
- School districts will establish district and campus goals for improving achievement and for closing the achievement gap between disadvantaged and other students within the state-established timeline of 12 years.
 - The minimum annual reduction must be no less than eight percent of the difference in TEAMS scores between these groups of students. Because districts' accreditation status will be based in part on their abilities to meet their performance goals, this action is of the utmost importance.
- State and federal moneys for disadvantaged populations should be fully and effectively used.

- Parents and the greater community should be encouraged to participate as part of a learning team for children.
- Teachers who work successfully with disadvantaged students should be recruited, trained, and retained.
- Students who learn in non-traditional ways and who progress through the curriculum at non-traditional rates, should be offered alternatives, such as flexible advancement and adaptive education opportunities.
- Facilities and inservice training, as needed, for teachers of young children must be provided for prekindergarten programs, kindergartens, and elementary schools.
- Districts must implement plans to prevent high-risk students from dropping out of school.
- Literacy and other training should be provided for undereducated adults and for those who leave school early.

By the Colleges and Universities

- Strategies that prevent children from dropping out of school must be developed, and prospective teachers must be prepared to use them.
- Prospective teachers need to convey the expectation that all students can learn. They need preparation in the use of varied methods that promote learning by all students.
 - Such methods emphasize abilities and heritage rather than disabilities and limited experiences, use adaptive education strategies and instructional management systems.
- Colleges and universities must convey high expectations to secondary students and should work with schools to help students achieve them.



The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- Statewide performance will increase an average of 8 percentage points relative to the national norm.
- The percentage of students scoring 10 percent or more above the minimum TEAMS passing score will rise by 1 percentage point annually.
- The existing gap in the passing rate between disadvantaged and other students of 14 percent on the exit-level TEAMS English language arts test, and of 13 percent on the mathematics test, will be reduced so that the gap will have been diminished to 7 percent in English language arts and 7 percent in mathematics. The percentage of disadvantaged and other students passing both TEAMS tests at exit level will be identical within districts and campuses by the end of the 1997-98 school year.
- By the end of the 1987-88 school year, additional indicators of achievement, such as student participation in rigorous courses, will have been identified. Differences between disadvantaged and other students on these measures will have been assessed; target dates for the elimination of these differences will have been established.
- All eligible prekindergarten-age students will be offered a prekindergarten program.
- Forty percent of the students passing TEAMS will meet board standards for meeting mastery of higher-order thinking skills.
- By the end of the 1986-87 school year, a system will be in place for recognizing district and campus achievement and improvement.
- The statewide dropout rate (that is, the percentage of students who leave public school between ninth grade and graduation) will have been reduced by 11 percentage points from 35 percent to 24 percent. By 1997-98, the rate will have been reduced, as required by statute, to 5 percent.



GOAL 2:

CURRICULUM

A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

OBJECTIVES

2-1	Review and revise the state curriculum on a scheduled basis.
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2-2	Encourage programs to develop students' citizenship skills and interpersonal effectiveness.
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2-3	Encourage the development of self-esteem, respect for others, and responsible behavior.
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2-4	Develop methods to accurately identify and assist the slower learner.
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2-5	Provide for the expansion and enrichment for students whose mastery of the essential elements of the curriculum is substantially above grade level.
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2-6	Coordinate statewide testing, textbooks, and instructional materials with the state curriculum.
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GOAL 2:
Curriculum: A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

The purpose of public education in a democracy is to provide children with the knowledge, skills, and competencies that they need in order to be self-governing, self-supporting, and contributing members of society. Since elementary and secondary schooling constitute only a segment of the learning that the populace undertakes, schooling must prepare young people with the information, the inquisitiveness, and the confidence to sustain competence and learning, both formal and informal, in their adulthood.

The information and skills necessary to prepare youngsters for self-sufficiency and continued learning are imparted through the curriculum. The material that constitutes the curriculum must be arranged so that, as they progress through it, all children, regardless of their varied abilities and talents, are continually challenged and acquire the body of knowledge and the life tools commensurate with their level in the educational system.



The Needs

The Texas state curriculum is comprised of twelve subject areas, within each of which are delineated the courses and the essential elements that prescribe the content to be provided to students. In addition to providing a well-balanced curriculum that prepares youngsters for adulthood in a democratic society, curriculum rules also provide the bases for the instruction that districts must provide in order to retain accreditation, for teacher preparation programs and certification requirements, for student promotion and retention criteria, for textbook specifications, and for the content of student tests, which must follow the curriculum, not determine it.



Despite its comprehensiveness, however, the state curriculum needs periodic review and revision to meet the changing needs of the student population as a whole and of its subgroups. Even though the essential elements broadly cover the arts and sciences and physical, business, and vocational education, a well-balanced curriculum must also incorporate new knowledge and techniques and, without becoming diluted, offer programs for students who have particular learning needs. These include students who are handicapped by physical, mental, or emotional conditions; who live in poverty; who are migrant; whose first language is other than English; or who learn more slowly than their peers. At the same time, the ablest students must be continually challenged.

Several areas have been identified to which curriculum and policy planners have paid insufficient attention and which they must now address. These include critical-thinking and problem-solving skills, the development of self-esteem, respect for others, responsible behavior, citizenship skills, and interpersonal effectiveness. A well-balanced curriculum must also meet the needs of slower learners and of those who work substantially above grade level. All students have the ability and the need to learn to analyze and creatively solve problems. All students must acquire the knowledge and skills necessary to participate effectively in decisions that concern their local, state, national, and international communities. A well-balanced curriculum includes these elements and provides content for students effectively at the ends of the spectrum as well as those in the broad middle.

The Actions

By the State

Agency Program Responsible

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| <ul style="list-style-type: none"> • The state will adhere to its schedule for reviewing and revising the state curriculum, the essential elements, and the rules for implementation, and will provide assistance to districts on curriculum. Particular attention will be paid to critical-thinking and problem-solving skills, citizenship skills, interpersonal effectiveness, self-esteem, respect for others, and responsible behavior. • Information about effective programs that develop critical-thinking and problem-solving skills, citizenship skills, interpersonal effectiveness, self-esteem, respect for others, and responsible behavior will be disseminated. • The school guidance curriculum, which recognizes children's development and provides content to meet their guidance needs, will be implemented. • Proclamations calling for new textbooks as well as other instructional materials that will be developed will include critical-thinking and problem-solving skills, citizenship skills, interpersonal effectiveness, self-esteem, respect for others, and responsible behavior. | Curriculum and
Program Development |
| <ul style="list-style-type: none"> • Student tests will continue to be drawn from the curriculum and will include measures of critical-thinking and problem-solving skills. Measures of citizenship skills, interpersonal effectiveness, self-esteem, respect for others, and responsible behavior will be developed. | Curriculum and
Program Development |
| <ul style="list-style-type: none"> • Career opportunities education will be restructured to emphasize a coordinated academic-vocational curriculum, basic skills, and preparation for priority occupations. | Finance and Compliance
and
Curriculum and
Program Development |
| <ul style="list-style-type: none"> • The Texas Education Agency will require that plans for compensatory education, special education, bilingual education, and migrant education provide services to all students needing them and will monitor implementation to ensure that students receive them. | Curriculum and
Program Development |
| <ul style="list-style-type: none"> • The Texas Education Agency will provide technical assistance to schools on helping slower learners. • Principals and other instructional leaders should receive instructional leadership training in identifying and assisting the slower learner. | Curriculum and
Program Development |

By the State

Agency Program Responsible

- The Texas Education Agency will provide technical assistance to schools on helping students who are substantially above grade level.
 - Removal of the state funding limitation on serving identified gifted and talented students will be sought.
 - Districts are expected fully to identify and serve all students who, because of outstanding mental abilities, are capable of high performance and who demonstrate above-average achievement or potential in such areas as general intellectual ability, specific subject-matter aptitude, ability in creative and productive thinking, leadership, ability in the visual and performing arts, and psychomotor ability.
 - The assistance will include guidance on both processes for supporting and challenging such students, including ungraded or flexible advancement and delivery of advanced courses to students in small schools, and on the content of the curriculum. Standards for courses for advanced learners need to be established, and the curriculum needs to be challenging.
 - The state will identify and implement ways to deliver more advanced-level studies to students in small schools.
 - The state will investigate, provide assistance on, and encourage implementation of distance-learning technologies in order to provide a well-balanced curriculum to all students.
 - The Texas Education Agency will review its process for coordinating testing, textbooks, and instructional materials with the curriculum and revise as needed.
- Curriculum and
Program Development
- Research and Information
and
Curriculum and
Program Development
- Curriculum and
Program Development
and
Finance and Compliance
and
Research and Information

By the Regional Education Service Centers

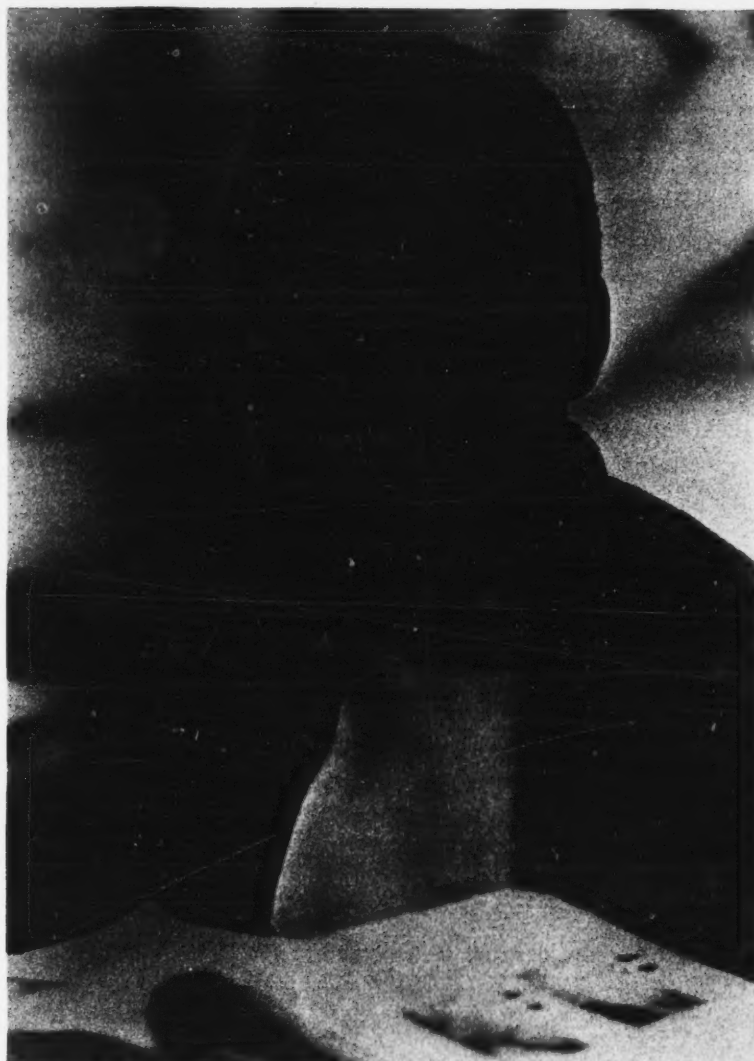
- Direct assistance on curriculum should be provided to the districts.
- Direct assistance on remedial, compensatory, adaptive, and enrichment programs should be provided.
- Comprehensive collections of quality instructional materials should be maintained for district and campus use.
- Mechanisms for delivery of services to smaller units through the use of alternative technologies should be implemented.

By the Districts

- Regardless of school size and local financial condition, districts must effectively offer students access to a comprehensive curriculum and to programs that are appropriate for students' educational needs.
- Schools should expand curriculum content beyond the essential elements so that the curriculum challenges all students.
- Schools should provide inservice to teachers on the teaching of critical-thinking and problem-solving skills, citizenship skills, interpersonal effectiveness, self-esteem, respect for others, responsible behavior, and on identifying and assisting slower learners.
- Discipline management requirements should be revised to ensure reinforcement of positive behaviors.
- Districts must implement the Career Opportunities in Texas: A Master Plan for Vocational Education.
- Remedial and compensatory programs and required tutorials should be improved.
- Students who learn in non-traditional ways and who progress through the curriculum at a non-traditional rate, should be offered alternatives such as flexible advancement and adaptive education opportunities.
- Overhead costs must be reduced in order to focus allocations on instruction.

By the Colleges and Universities

- Prospective teachers need to acquire the knowledge, skills, and strategies to teach a well-balanced curriculum which includes critical-thinking and problem-solving skills, citizenship skills, interpersonal effectiveness, self-esteem, respect for others, and responsible behavior.



The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- By the 1987-88 school year, a curriculum that includes essential elements for all students to function effectively in society will be continually provided to all students, regardless of their physical, emotional or linguistic abilities or needs. It will have been expanded to provide content to improve self-esteem, respect for others, responsible behavior, citizenship skills, interpersonal effectiveness, and critical-thinking and problem-solving skills.
- The essential elements will have been incorporated into adopted textbooks.
- A re-structured program, emphasizing vocational technical career opportunities, will have been installed in all districts offering instruction through Grade 12 on a phased-in basis. By 1987-88, pre-vocational and occupationally specific courses at Grade 10 will have been phased out; essential elements will have been revised, and pilot projects will have been implemented. School districts will begin initial implementation in the 1988-89 school year. By 1989-90, regional planning will have been implemented, and in Grades 7 and 8, phase-out of Coordinated Vocational Academic Education will occur as appropriate alternatives to social promotion become available. Implementation of the Master Plan for Vocational Education program will be completed by the end of the 1991-92 school year.
- All districts will provide required compensatory education, special education, bilingual education, and migrant education to all students needing services.
- Measures of citizenship skills, interpersonal effectiveness, self-esteem, respect for others, and responsible behavior will have been developed.
- Forty-five percent of early childhood teachers and 15 percent of other teachers will have received training on identifying and assisting slower learners.
- Slower learners in prekindergarten, kindergarten, elementary, and other grades will have been identified and will receive particular attention.
- All students who meet the criteria in rule and statute for giftedness and talent will be provided programs that meet their needs and challenge their special abilities.
- Current coordination of testing, textbooks, and instructional materials will be continued.



GOAL 3:

TEACHERS AND TEACHING

**Qualified and effective teachers will be
attracted and retained.**

OBJECTIVES

3-1	Set standards for the teaching profession and ensure that all teachers demonstrate competence in professional skills.
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3-2	Refine and support a compensation and career development system that offers advancement in teaching.
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3-3	Improve working conditions of teachers by ensuring orderly learning environments, adequate time for planning and preparation, and a reduction in paperwork.
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3-4	Provide methods and techniques of instruction to meet students' varying abilities and learning styles.
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3-5	Develop effective methods for recruiting teachers to meet identified needs.
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3-6	Develop and implement methods to enhance the public's perception of teachers and the public schools.
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GOAL 3: Teachers and Teaching: Qualified and effective teachers will be attracted and retained.

The Needs

The primary aim of the Long-Range Plan for Texas Public School Education is to improve the quality of student learning. As the many facets of this Plan indicate, achieving this goal requires concentrated effort by all aspects of the educational system. For the child in the classroom, however, it is the teacher who is most important in influencing what and how effectively he or she learns.

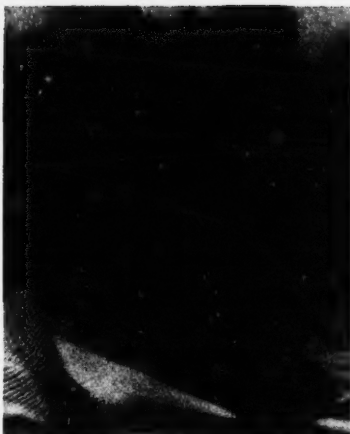
Quality learning demands quality teaching. Teachers must themselves be well educated and effective. They must be able to work in surroundings in which other professionals would be satisfied to work, and they must be well compensated in general as well as rewarded for their successes. Teachers must be accorded the presumption of competence, but shortcomings must be acknowledged and ameliorated.

Because teacher salaries do not compete with those earned by other professionals, because working conditions too often undermine rather than enhance effective teaching, and because of an increasing school-age population, Texas is expected to suffer a shortage of teachers.

- Approximately 17,000 teachers, over 10 percent of the workforce, leave the classroom annually; less than one-half of this attrition results from retirement.
- Over 2500 additional positions must be filled each year because of the growing student population. This figure does not take into account the teachers needed to meet requirements for reduced class size and advanced high school graduation courses.
- In other words, the yearly demand for teachers exceeds 20,000.

Except in specific fields and locations, a shortage does not currently exist because demand is met by a combination of in-state training, out-of-state recruitment, and the return of former teachers to the classroom. Nevertheless, shortages are predicted.

- Because of testing requirements that have improved the quality of prospective teachers eligible for certification, the number of entrants into the field has diminished.
- The number of teacher certificates issued over the last eight years has declined in almost every teaching field—over 13 percent in elementary education and over 30 percent in secondary education.
- Although teacher salaries have risen steadily during the last seven years—and they rose dramatically after the passage of House Bill 72—they place only at approximately the national mean. The average Texas teacher salary is \$25,160; the average teacher salary for the



nation as a whole is \$25,313. Most significantly, salaries remain lower than for comparable jobs in the private sector.

- The minority representation in the student population is 46.8 percent, while that in the teaching force is 23 percent. Consequently, a greater number of qualified minority teachers is needed.

Through reform legislation and subsequent action, Texas has been responding to these challenges. Beginning teachers' base salary was raised. The state's four-level career ladder offers progression based on advanced academic training, experience, and performance. Districts must provide teachers with duty-free lunch periods, reduce class size in kindergarten through Grade 2 (and in 1988-89, in Grades 3 and 4), and establish a planning period and a systematic discipline management plan. To improve working conditions further, the state places a high priority on lessening burdensome paperwork requirements.



The state has undertaken additional measures to attract an increasingly qualified teacher force and enhance the public's perception of teachers and the schools. In addition to graduation from an accredited teacher training institution or meeting equivalent alternative requirements, teacher certification rules require prospective teachers to pass the Pre-Professional Skills Test (PPST), given to students desiring to enter teacher training, and the Examination for the Certification of Educators in Texas (ExCET), a subject-matter test given near completion of teacher training. In order to maintain standards in the classroom, currently certified teachers must have passed the Texas Examination of Current Administrators and Teachers (TECAT) to continue to be eligible for employment. Furthermore, the largest uniform appraisal system in the United States has been implemented in the 1986-87 school year and will be further developed, based on ongoing research.



Through these strategies, teacher quality in Texas is improving. Several national commissions, however, have proposed preservice and inservice education programs vastly different from the current ones which, they argue, emphasize ineffective pedagogy at the expense of in-depth knowledge. As revealed by the performance of prospective and employed teachers on the PPST, the ExCET, and the TECAT, which varies widely and consistently by teacher-training institution, many teachers are not adequately prepared in basic literacy skills or subject-matter knowledge. Alternative preservice, inservice, and certification programs must be considered. To meet the continuing demand, current and prospective teachers need exemplary preparation and the fullest possible support.

The Actions

By the State

Agency Program Responsible

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| <ul style="list-style-type: none"> • Revisions in current teacher education programs, including preservice, inservice, and certification, will be made to assure high quality levels of performance. • National study recommendations on teacher admission criteria, preparation, certification and inservice education, and current practices will be reviewed, and changes will be made as needed. | Educational Quality |
| <ul style="list-style-type: none"> • The Texas Education Agency will provide technical assistance to schools to improve the quality of instruction. • Topics will include identifying and serving special populations, meeting curriculum requirements, improving early childhood education, use of instructional management systems, identifying and serving a variety of learning styles, and use of research on effective schools. | Curriculum and Program Development |
| <ul style="list-style-type: none"> • In order to encourage prospective teachers to attend effective preparation programs, the state will disseminate the results of teacher testing (PPST and ExCET) and of teacher performance, by teacher training institution. | Research and Information |
| <ul style="list-style-type: none"> • The Texas Teacher Appraisal System (TTAS) will be implemented with further development. The incorporation of elements of student performance measures in this system will be studied. | Educational Quality |
| <ul style="list-style-type: none"> • A career ladder that differentiates staff according to skills, roles, responsibilities, and performance and that allocates compensation commensurate with position on the ladder will be implemented based on legislative change and revised certification rules. A system for identifying, appropriately compensating, and increasing responsibilities of master teachers will be developed. | Educational Quality
and
Research and Information |
| <ul style="list-style-type: none"> • The Texas Education Agency will aid teachers and administrators in the reduction of clerical tasks and paperwork. | Curriculum and Program Development |
| <ul style="list-style-type: none"> • Standards for further development of alternative certification will be determined, and districts will be encouraged to adopt alternative certification programs that increase the number of qualified teachers. | Educational Quality |
| <ul style="list-style-type: none"> • The state will investigate, provide assistance on, and encourage implementation of distance-learning technologies to overcome the absence of qualified teachers in sparsely populated areas. | Research and Information |

By the State

Agency Program Responsible

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| • A supply and demand model with a ten-year prediction capability will be created to illuminate recruitment needs. | Research and Information |
| • Recruitment efforts will include strategies such as a statewide job vacancy network, incentives, such as sabbatical leaves and tuition loan programs for prospective teachers in critical areas or for those who remain in teaching for a requisite period, and provision of teacher career-awareness programs to high school students. | Educational Quality
and
Research and Information |
| • Strategies appropriate for local use that inform the public of teachers' activities and accomplishments will be adopted. | Research and Information |
| • The state will strengthen coordination with colleges and universities in areas such as teacher recruitment and development. | Educational Quality |
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By the Regional Education Service Centers

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- Assistance should be provided to districts on promoting local conditions that will encourage teachers to stay in the profession and enhance their competencies through advanced academic training programs and related training functions.
 - Quality inservice education programs should continue.
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By the Districts

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- Districts must identify areas of need for and help teachers acquire ongoing training.
 - Districts must use appraisal results to improve instruction.
 - Satisfactory working conditions must be provided, and paperwork requirements must be reduced. Methods include the establishment of orderly learning environments, instructional management systems, increased use of appropriate technologies, and other arrangements.
 - A variety of effective teaching methods should be promoted.
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- Local and regional strategies that attract qualified individuals to teach need to be developed.
- Districts must establish and implement plans to recruit qualified minority teachers.
- Districts should collaborate with colleges and universities on pre-service and inservice training.

By the Colleges and Universities

- Prospective teachers need to learn to convey the expectation that all students can learn. They need preparation in the use of varied methods that promote learning by all students.
- Districts need help in providing inservice education and other specialized training.
- Standards for admission to teacher education programs must focus on attracting and admitting qualified applicants.
- Colleges and universities should actively recruit qualified members of minority groups to become teachers.



The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- Standards for admission to teacher education programs will have been revised, as appropriate, and improved models of teacher education and certification will have been adopted.
- Teacher salaries will have been raised to levels competitive with those earned by professionals in the private sector and with those earned by teachers in other states, and compensation for differentiated responsibilities will have been proposed for implementation.
- Methods, such as adaptive education techniques and flexible advancement, that help teachers meet students' varying abilities and learning styles will have been identified and disseminated to all campuses by the end of the 1987-88 school year.
- By the end of the 1987-88 school year, a model projecting teacher supply and demand differences for 1987-88 through 1996-97 will be available.
- The number of teachers teaching out of field and on emergency permits will be reduced by 50 percent.
- The number of qualified teachers needed to meet the demands created by attrition, increasing population and class-size limitations will increase by approximately 20,000 annually.
- The overall ethnic composition of the teaching staff will move toward the ethnic composition of the state as a whole.

GOAL 4:
Organization and Management:
The organization and management of all levels of the educational system will be productive, efficient, and accountable.

The educational process in Texas costs approximately \$12 billion per year, employs more than 170,000 teachers and 30,000 professional, support, and administrative staff, and teaches over 3 million students in over 1000 districts. Governance is arranged into semi-autonomous institutions at the state, regional, and local levels, managed by elected and appointed officials and employees. While the primary purpose of this extensive system is the education of Texas children, the business of education also encompasses transportation, food service, construction, building maintenance, and other responsibilities that are not directly related to instruction. With responsibilities redefined and reassigned as necessary, all aspects at all levels of the educational system must be managed productively and efficiently with responsibilities clearly assigned to people whose skills and resources allow them to conduct their work effectively and to be held accountable for it.

The Needs

One of the chief mechanisms that the state has used to ensure accountability is the authority to accredit school districts. The accreditation process, however, has been hampered by its reliance on verifying adherence to statutes and rules. Compliance information has been inadequate and even in districts which meet compliance standards, some campuses exhibit unacceptable performance. Above all, minimal compliance with statutes and rules does not guarantee that students learn, that districts are held accountable for student performance, that districts and campuses are operated effectively and efficiently, that administrators and school board members are knowledgeable, or that funds are allocated appropriately.

Accreditation, therefore, must focus on student achievement rather than compliance. Through the Public Education Information Management System (PEIMS), an improved information system that will collect and relate critical data on student performance, staffing, and fiscal matters, poorly performing campuses and districts must be identified for priority state attention and assistance. Those unable, because of size and other factors, to manage funds efficiently or offer a well-balanced curriculum of high quality must be evaluated. Attention must be continuous rather than episodic with successful campuses and districts sharing their procedures and receiving less scrutiny than those whose students are performing poorly.

The variety of needs and resources that characterize school districts across Texas demands pluralistic approaches to meet the eight goals. The ultimate responsibility for operating quality educational programs lies with the districts. In order to be accountable for such programs, districts need the fullest opportunity for flexibility in their creation, attainment, and maintenance.

Accountability for student achievement and flexibility in attaining it, as well as other changes promulgated in this Long-Range Plan, redefine the skills needed by district administrators and policymakers. The superintendents, principals, and school board members who are responsible for attaining state goals and achieving state standards need training and assistance.

Administrators must be able to manage instruction and direct the educational process for a school population that is increasingly composed of ethnic minorities, that exhibits a high and dramatically rising rate of teenage pregnancy, and that continues to exhibit abuse of alcohol and drugs. To eliminate the achievement gap between disadvantaged and other populations and to accomplish the Board's mission, districts and the Texas Education Agency, whose staffs must reflect as nearly as possible the ethnic composition of the state as well as a balance between men and women, must work cooperatively with state and local health, social service, and employment agencies, with the private sector, and with teacher-training institutions.

In order to maximize available resources and avert management by crisis, districts and state leadership must engage in continuous, systematic, statewide and local planning. They must be informed of economic and demographic trends and of the efficacy of their actions. Finally, competent decisionmakers must have the autonomy to accomplish creatively and efficiently the state's student performance and other goals.

The Actions

By the State	Agency Program Responsible
• The state will review the responsibilities of education entities in the state and propose changes and plans as needed.	Research and Information
• Beginning in the 1986-87 school year, accreditation and monitoring will be based on student, campus, and district performance.	Educational Quality

GOAL 4:
Organization and Management:
The organization and management of all levels of the educational system will be productive, efficient, and accountable.

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The Actions

By the State

Agency Program Responsible

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| • The state will review the responsibilities of education entities in the state and propose changes and plans as needed. | Research and Information |
| • Beginning in the 1986-87 school year, accreditation and monitoring will be based on student, campus, and district performance. | Educational Quality |

By the State

Agency Program Responsible

- Research and analysis to implement the performance-based accreditation process will establish the relationships between effective programs and costs and expected cost-effectiveness ratios for different types of districts. The information will be used in evaluation, monitoring, compliance, and accreditation. Those districts in which all campuses show satisfactory levels of student achievement will be monitored less intensively than those districts which have campuses deficient in student achievement. Campuses which exhibit low student achievement will receive intensive assistance and selective management audits. Effective district conduct of early childhood programs and use of early childhood allocations will be particularly monitored. Those which display serious non-compliance with accepted financial procedures or with state and federal program requirements risk financial and other penalties.
- The role of monitors and masters will be strengthened.
- Outstanding districts and campuses will be designated as mentors and will be matched with and provide assistance on raising student performance to low-performing districts and campuses with similar characteristics.
- During the 1987-88 school year, a comprehensive management training program will be implemented to promote increased levels of administrator performance in the areas of general management, instructional leadership, appraisal, paperwork reduction and related services. Educational Quality
- An administrators' appraisal and training system will be designed and implemented. Educational Quality
- State standards of knowledge and skills needed by school board members will be promulgated, and training, based on these standards, will be provided to school board members. Educational Quality
- The Long-Range Plan for Texas Public School Education will be implemented, evaluated and revised biennially following a systematic process. Planning will continue to be based on research as well as on state, regional, and local experience. Research and Information
- The state will continue to develop and implement the Public Education Information Management System. Research and Information
- The state will assist districts in recruiting minority staff. Educational Quality

By the State

Agency Program Responsible

- A pool of qualified minority applicants for positions with the Texas Education Agency will be recruited through revising the applicant review process and through providing adequate training in equal employment opportunity/affirmative action to all agency employees involved in the hiring, supervision, and evaluation of employees. Internal Management
- The Texas Education Agency will conduct a functional analysis of common issues and overlapping services among state agencies, colleges and universities, employment training programs, and the private sector. Curriculum and Program Development
 - Coordination of services in regard to early childhood education and other areas will be proposed.
 - Common areas of concern, including identification and prevention of child abuse, prevention of school-age pregnancy, reduction of dropouts, school-community partnerships, and information sharing, will be delineated for joint and efficient action.
- State Board of Education rules will be reviewed and the number of prescriptive measures reduced. Research and Information
 - The state will improve the timing and stability of the regulatory process by ensuring that the effective date for implementation of new rules gives districts adequate time to plan and budget and by ensuring that rules are made with consultation with those affected and that legislation includes adequate time for implementation.
 - The state will establish demonstration programs permitting greatly increased campus flexibility based on district plans.
- The abilities and areas of difficulty experienced by small districts in managing funds efficiently and delivering a well-balanced curriculum of high quality will be examined. Research and Information
- Funding incentives, governance revisions, and other alternatives will be evaluated to ensure effective and efficient management and delivery of instruction by small districts. Research and Information and Educational Quality
 - Proposals to be investigated include funding incentives for sharing resources and facilities and other forms of cooperation, use of cooperative programs, providing instruction via distance-learning technologies, overlapping service jurisdictions, and consolidation.

By the Regional Education Service Centers

- Assistance must be provided for ongoing school board member, administrator, and teacher training.
- Assistance must be provided in implementation of the Public Education Information Management System to ensure accurate data submission.
- Assistance should be provided to small districts in sharing resources, efficiently allocating funding, and providing programs.

By the Districts

- Responsibility must be accepted by districts for the quality of their programs, for improving scores on TEAMS and other measures of performance, and for closing the achievement gap between disadvantaged and other populations within 12 years.
- Administrator and campus evaluation processes should consider student performance.
- Administrators must participate as required in prescribed training in instructional leadership, general management, and teacher appraisal.
- School board members should be assisted in participating in required continuing education.
- Planning should be consistent with the Long-Range Plan for Texas Public School Education.
- Districts will be expected to provide accurate and timely information to their communities and, through the regional education service centers, to the state.
- Districts should establish and implement plans to recruit qualified minority and female administrators.
- Innovative methods must be explored by small districts for ensuring efficient administration and use of funding and delivery of instruction and other programs to all students.

By the Colleges and Universities

- Prospective administrators need to be prepared to serve as instructional leaders encouraging varied methods that promote learning by all students.
- Districts need help in providing inservice education and other specialized training.
- Districts need help in recruiting and training minority and female staff.

The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- By 1986-87, the State Board of Education, Texas Education Agency, and regional education service centers will have clearly defined roles and responsibilities directed toward fulfilling the mission of the public education system. The chief executive officer of each entity will have assigned responsibilities to appropriate persons or units within the respective organization and will conduct an ongoing review of progress and effectiveness. Further, each entity will have been reorganized as appropriate and will have effective management.
- The accreditation and monitoring system will have been converted to a performance-based system. Low-performing campuses in all districts will have been targeted for intensive remedial attention. Effective remedial actions for campuses, districts, and programs will have been planned.
- Administrators and school board members will have been provided the knowledge and skills they need to be productive, efficient, and accountable in organizing and managing the schools. A system for ongoing administrator appraisal and training will have been implemented.
- By the end of the 1986-87 school year, the state will have in place a continuous process for developing, evaluating, and updating a long-range plan for public education that determines educational goals and objectives, establishes priorities, specific strategies, and related management plans to accomplish these goals and objectives, measures progress in carrying out the strategies, reports to the Board and to the Legislature, bases its budget planning on this system, and revises the plan as needed.

- By the end of the 1988-89 school year, 85 percent of the school district data needed by the Texas Education Agency will be produced by an automated public education information management system (PEIMS).
- The overall ethnic composition of the Agency staff will move toward the ethnic composition of the state as a whole.
- The overall ethnic composition of the administrative staff of districts will move toward the ethnic composition of the state as a whole.
- By 1988, an agenda of common issues and overlapping services among the Central Education Agency, other state agencies, colleges and universities, employment training programs, and the private sector will have been developed and mutual strategies for their resolution proposed.
- Prescriptive rules which limit district flexibility in offering quality programs will have been substantially replaced with rules permitting greater local responsibility.
- Criteria and a process for reviewing and approving district plans for greatly increased campus flexibility will be implemented, and at least 20 demonstration programs will be in operation.
- By 1989, a comprehensive plan for the provision of cost efficient services for districts will be submitted to the 71st Legislature.



GOAL 5:

FINANCE

**The financing of public education will be equitable
to all students in the state.**

OBJECTIVES

5-1	Develop a management and financial reporting system that will provide meaningful and timely information at the state, district, and campus levels.
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5-2	Identify price differentials in program and service costs among districts on a continuous basis.
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5-3	Monitor equalization and equity in the distribution of funds and relate program effectiveness and student progress to costs.
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5-4	Analyze and evaluate all funding sources on a continuing basis.
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5-5	Analyze the financial impact of the education reform movement, and estimate education costs for the 1985-95 period.
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(continued on next page)

OBJECTIVES

5-6

Strengthen the accountability process, including accreditation and audit processes, selected management audits, and a periodic review of costs by campus, if needed, to ensure adequate student progress.

5-7

Administer and manage the Permanent School Fund for the optimum use and benefit of public school students and public education.



GOAL 5: *Finance: The financing of public education will be equitable to all students in the state.*

An equitable system of public school finance is essential in order to realize quality education for all students. State policy identifies three criteria for determining equity. These are that (1) educational programs will be substantially equal for students with similar needs; (2) funding will be adequate and substantially financed through state revenue sources to provide appropriate education to meet individual needs; and (3) students will have access to needed programs and services regardless of local property wealth. Numerous efforts have been made over the last decade to finance public education and meet these equity criteria. Full achievement of this goal, however, has proved to be a formidable challenge, in part because of the tremendous diversity in the educational needs of students and the types of districts in which they are educated. Nevertheless, considerable success in achieving equity has attended these efforts.

The Needs

The biggest challenge facing Texas education today is the need to increase financial support at the state level while maintaining and improving equity. The number of children enrolled in public schools is projected to increase 8.2 percent by 1990. Furthermore, while the national average expenditure per pupil amounts to \$3723, the expenditure is only \$3432 in Texas, which ranks behind 27 other states on this measure. Without increased funding, the progress achieved during the past three years will severely erode. Funding educational programs at the current level will not only fail to support continued improvement; it will also fail to supply the basic essentials. In addition, unless care is taken with regard to the manner of funding, the gains made in achieving equity can be lost.

Several provisions of the recent reform legislation address equity issues. To ensure equal access to quality education, all students are entitled to a basic allotment. To meet diverse educational needs, the basic allotment is adjusted to account for differences in district size, in resource costs beyond the control of districts, and in costs of educational programs for students with varying needs. To make resources available to all students regardless of local wealth, larger percentages of state aid are allocated to less wealthy districts.

Although reform legislation has largely overcome the results of wealth disparity that once existed among school districts, disparities still exist in what school districts spend their resources for, that is, in the mix of experienced teachers, use of aides, provision of instructional materials, and use of specialists. To some extent this is as it should be since each district must address its particular set of needs. Increasingly, however, districts need to focus programmatic, hence budgetary, attention on those aspects of their operation which are not performing adequately. They must become even more accountable for achieving successful results and for doing so in ways that are cost effective over the long term.

The state must also be accountable in this same way for knowing how well districts are succeeding, and for taking necessary corrective actions when they are not.

An adequate and equitable school finance system is not one that delivers equal dollars for each child. Determining how much support is "adequate" must rest on the findings of careful studies of needs and costs. Because of district disparity in size, location, and demography, the costs of personnel, services, and materials differ among districts. Corrective delivery formulas depend on the results of sophisticated investigations. Provision for carrying out such complex studies is already in statute, but accomplishing them rests in part on having accurate and timely information from school districts. Development of the Public Education Information Management System (PEIMS) is critical for gathering this financial information and for relating program effectiveness and student progress to costs.

In addition, studies are needed to provide information on equity and other funding issues in order to project results before legislation is passed and to assess them afterwards. The capability to model various finance arrangements while they are yet proposals is essential if dis-equalizing measures are to be avoided. The capacity to recognize in advance the impact of reliance on various revenue sources and distribution methods requires the continuous monitoring of tax loading and financial delivery systems.

Thus a number of initiatives need to be undertaken now and continued over the next decade to bring the convictions that are state policy into reality for all Texas students.

The Actions

By the State

Agency Program Responsible

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- The state will continue to develop and implement the Public Education Information Management System.
 - The system is necessary in order to identify financial information and promote the modification of budgeting and accounting structures as well as the development of a reporting system which will support analysis of program and service costs.

Research and Information

By the State

Agency Program Responsible

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|--|---|
| <ul style="list-style-type: none">• Funding levels sufficient to provide quality education will be sought. | Research and Information
and
Finance and Compliance |
| <ul style="list-style-type: none">• The state will determine annual average costs to school districts in providing quality education programs, personnel, and facilities that meet the accreditation standards prescribed by law and rule.• Special studies, such as on price and cost differentials in programs and services funding, equity and equalization, and the relationship of program effectiveness and student progress to costs, will be conducted as needed. Conclusions will be used for policymaking, planning, and making recommendations to the Legislature. | |
| <ul style="list-style-type: none">• Accreditation and monitoring will be based on student, campus, and district performance and will be coordinated with the accountability process, including the use of management and cost analyses audits and analyses of local tax effort, in low-performing districts and campuses.• Penalties for violation of accreditation/audit/compliance processes will be established, and authority to close districts if warranted will be sought. | Finance and Compliance
and
Educational Quality |
| <ul style="list-style-type: none">• Models for forecasting the costs to districts of proposed state actions and for forecasting total educational costs over a ten-year period will be developed. | Research and Information |
| <ul style="list-style-type: none">• The Permanent School Fund will be effectively managed, defended, and preserved for the present and future support of public education. | Investments |
| <ul style="list-style-type: none">• Discretionary authority to establish funding weights for special programs will be sought. | Research and Information |

By the Regional Education Service Centers

- Regional education service centers need to answer queries from and provide training to districts on ways to use resources most effectively.

By the Districts

- Districts must analyze their program costs in relation to effectiveness as determined by student progress.
- District budgeting practices should be revised to relate specific allocations to areas of need for improved student performance.
- Districts must provide programs, based on equitable funding provided under the Foundation School Program, that are appropriate for students' educational needs and that are substantially equal, on a statewide basis, to those available to students with similar needs.

The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- The state will have established a fully operational automated financial data base which will supply information necessary to perform financial management functions, to model school finance proposals, and to respond to inquiries regarding school finance at the state level. At this time, greater uniformity in the state-mandated fund and account code structures is anticipated. However, it is not expected that the Agency will require districts to use a particular automated system to support local financial management and reporting practices.
- By 1988, a system for identifying price differentials in program and service costs will have been adopted.
- Funding to provide for successful educational programs under various conditions will have been proposed to the Legislature.
- An overall state finance program in which 90 percent or more of total aggregate expenditure requirements for an adequate education program are covered will be maintained. Such a program will provide fully equalized access to funding for districts with 95 percent of the students. Use of cost/effectiveness ratios will have been incorporated into Agency evaluations of district programs.
- Analyses will be available during the 1988-89 biennial budget process, and at other times as needed, of sources for financing public school education in Texas—federal program monies, state revenues, local taxes, other local revenue, and bonds.

- The financial impact of the education reform movement will be known, and improved models to analyze the implications of change and to forecast costs for a 10-year period, including the costs of reform, will have been developed.
- The per-pupil contribution of the Permanent School Fund will reach \$280, and the corpus of the Fund will be continually preserved for public school education.





GOAL 6:

PARENT AND COMMUNITY INVOLVEMENT

Parents and other members of the community will be partners in the improvement of schools.

OBJECTIVES

6-1 Improve parental involvement.

6-2 Increase communication between teachers and parents regarding the academic performance and development of students.

6-3 Provide educational programs that strengthen parenting skills and help parents to provide educational assistance to their children.

6-4 Develop mutually beneficial partnerships between schools and community entities.

6-5 Initiate and develop a long-range plan for adult and community education.



Adopt-A-School

GOAL 6:

***Parent and
Community
Involvement:
Parents and
other members
of the community
will be partners
in the improve-
ment of schools.***

As children's first and most influential teachers, parents play a monumental role in their children's education—a role which does not disappear when children enter public school. Parents' involvement in their children's education contributes to improved student achievement, attendance, motivation, self-concept, and behavior. Regardless of children's economic status or level in the school system, those whose parents engage with them in educational activities or participate in their schooling perform better and stay in school longer than those whose parents are uninvolved. Parents also gain through participation in education as their beneficial involvement in their children's lives increases. Parents who are active in their children's education expect more of schools and have more positive attitudes toward schools and teachers.

Similarly, both schools and the greater communities in which they reside gain when they support one another's aims. Communities offer a wide variety of resources that schools can use to improve curriculum, instruction, and management. Such resources include consultation and other services from business and industry, foundations, neighborhood groups, employment services, the judicial system, and medical, labor and civic organizations; libraries and cultural institutions; volunteer assistance from professionals and retired persons; and professional development from colleges and universities. Such resources exist in every community regardless of location, wealth or size; they must be fostered. In addition, schools can help students and their families resolve debilitating health, housing, and economic problems by working cooperatively with local human services agencies. At the same time, schools offer facilities and resources for adult education, recreation, and other community services.

The Needs

A mutually supportive relationship among home, school, and community contributes to the development of both the child and the community. Through such sharing, partnerships result.

In most Texas communities, however, this ideal relationship does not exist. Parental involvement in Texas schools is limited in scope and superficial in content.

- Of approximately 5,600 campuses in the state, only 2,300, or less than one-half, had by 1984 developed school-community partnerships. The majority of these are in large districts.
- Only 272 districts, approximately 25 percent, had organized a school volunteer program by 1984.



- While 98 percent of parents express willingness to cooperate with their children's teachers, 96 percent acknowledge that they need ideas on how to help their children, and almost one-half admit that they have difficulty teaching academic skills to their children.

Schools must not simply tolerate the presence of parents in their buildings; they must invite and encourage them to participate in their children's and, consequently, in their own education. Parents, however, must not wait to be invited. They must act assertively to establish substantive participation in program planning, decision making, advising, and other activities.

The art of establishing collegial relationships among schools, communities, and parents, however, is becoming increasingly complex, for key characteristics of parents and of many communities in Texas are changing. The number of single-parent, non-English-speaking, and economically deprived households is growing.

- Approximately one-fifth of all families in the state with children under the age of six are headed by a single parent. Most of these family heads are women whose household incomes are significantly less than those of two-parent families.
- The number of children eligible for free or reduced-price meals is likely to increase by over twelve percent by 1990.

The number of working parents is also increasing dramatically, but accessible, acceptable day care is not.

- Forty-eight percent of mothers of children under the age of six and 63 percent of mothers of six to 17-year olds work outside the home.

Because the traditional caregiver is no longer at home, many Texas children are latchkey children. Schools report untended illness, poor nutrition, and inattention to school work among many latchkey children.

Many families, furthermore, must cope with problems such as substance abuse, physical abuse, runaways, dropouts, and teenage pregnancy.

- It is estimated that 38 percent of Texas seniors use marijuana, and nine percent use cocaine.
- Texas ranks highest among the 50 states in births to girls under the age of 14.

School-age pregnancy is associated with dropping out of school, living in poverty, infant mortality and ill-health, and low achievement by both mothers and their children. Children of young mothers are also likely to bear children at an early age.

These family and statewide trends have important implications for education and the community. Working and single parents face multiple demands. Those who have not finished school themselves need assistance in meeting their own educational needs and in supporting their children's educational progress. As the needs of families, communities, and schools increase, it is both more difficult and more imperative that they solicit from and offer assistance to one another.

Schools must develop innovative ways to involve and serve parents and other community members. Responsibility for overcoming the syndrome of lowered expectations, depressed economic status, and stunted achievement and for contributing to the fulfillment of the educational aspirations of children and adults must be accepted by educators, parents, businesses, and all other members of the community. A community's investment in education is an investment in itself.

The Actions

By the State

Agency Program Responsible

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- | | |
|---|---|
| <ul style="list-style-type: none"> • Districts will be encouraged and assisted in implementing parental and community involvement programs. | <p>Curriculum and
Program Development</p> |
| <ul style="list-style-type: none"> • The state will encourage school districts to set goals for parental involvement; identify and disseminate information about exemplary parental involvement programs by surveying school districts and other state departments of education; and provide technical assistance to districts in selecting and implementing model programs of parental and community involvement. | |
| <ul style="list-style-type: none"> • A State Board of Education School/Community Partnership Task Force, composed of representatives of other public and private agencies, associations, parent groups, and other community entities will develop long-range policy recommendations and cooperative planning strategies, and will encourage replication of successful partnership models. | |
| <ul style="list-style-type: none"> • The state will provide technical assistance on alternative programs for meeting the needs of latchkey children. | <p>Curriculum and
Program Development</p> |
| <ul style="list-style-type: none"> • The state will provide technical assistance on improving parenting skills through sharing information on model programs and establishing a parental component to the prekindergarten program, kindergartens, and elementary schools. | <p>Curriculum and
Program Development</p> |

By the State

Agency Program Responsible

- | | |
|--|---------------------------------------|
| • Funding for state-level and regional school volunteer coordinators will be sought. | Curriculum and
Program Development |
| • A long-range plan for adult and community education will be developed. | Curriculum and
Program Development |

By the Regional Education Service Centers

- Regional education service centers should assist districts in the effective use of volunteers and in preparing programs to strengthen parenting skills.

By the Districts

- Parents and the greater community should be encouraged to participate as part of a learning team for children.
- Use of school volunteer programs should be expanded.
- Parents should be encouraged to become involved in their children's academic progress.
- Districts should review their methods for reporting students' academic progress and development to parents.
- Districts must continue to report all TEAMS scores to parents. Other measures of progress should also be reported.
- Training in parenting and academic skills should be offered to parents, especially to those who are undereducated.
- Parent education programs should be offered to high school students.
- Partnerships with interested businesses, such as in the Adopt-A-School Program and communities-in-schools, should be sought.

By the Colleges and Universities

- Colleges should help districts prepare and offer programs to strengthen parenting skills.

The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- Information about a variety of effective parental involvement programs will have been disseminated to all districts, and 200 districts will have adopted and established plans to implement a parental involvement program.
- District communication with parents on their children's academic performance and development will have improved.
- Programs that train parents in parenting skills and in assisting their children academically will be in place in at least 50 districts representative according to size, wealth, and ethnic distribution.
- Information about a variety of effective community involvement programs will have been disseminated to all districts, and 200 districts will have adopted and established plans to implement a community involvement program.
- By the end of the 1987-88 school year, a plan for adult and community education will have been adopted by the State Board of Education.



GOAL 7:

INNOVATION

The instructional program will be continually improved by the development and use of more effective methods.

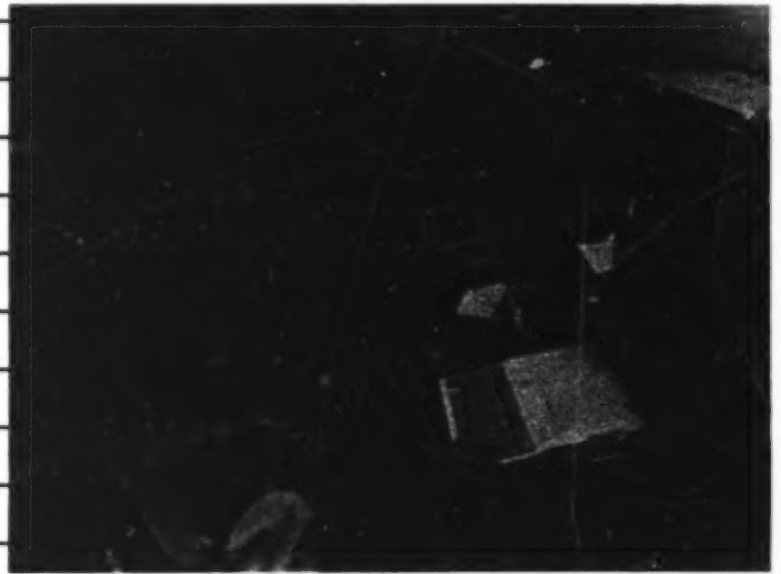
OBJECTIVES

7-1	Investigate new technologies which improve student performance, strengthen the curriculum, and achieve educational goals.
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7-2	Develop demonstration programs for new instructional arrangements and management techniques.
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7-3	Institute an information exchange that collects and disseminates data about advancements in education and systematically obtains advice about current practices and results from representatives of educational organizations, research groups, and schools.
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7-4	Develop a comprehensive, coordinated plan for a statewide educational research effort aimed at improving all facets of public education.
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GOAL 7: *Innovation: The instructional program will be continually improved by the development and use of more effective methods.*

The Needs

The constant in education today is change—changing student populations, changing demands and expectations, and changing resources. In some cases, societal changes, such as in the demographic composition of the school-age population or in the economic condition of the state, have marched through the school door causing a combination of tumult and introspection. In other cases, schools have, based on research and observation, taken the initiative in altering their practices. In either case, traditional approaches are often inadequate to prepare students to live in a changing society. Reforms that have been undertaken must be supported, maintained, and evaluated. Those that have been planned for the future must be implemented. And, additional reforms must be inaugurated in order to continue to revitalize educational practice.

Creativity is encouraged to reinvigorate the educational process. The sharing and incorporating of research results and successful methods will provide for the ongoing betterment of the system.

Revisions of educational practice must be based on sound research. Two complementary paths need to be followed to attain this goal: exploration and inventiveness on the one hand and the adoption of proven techniques on the other. New ideas need to be tested in selected situations, for it is neither wise nor feasible immediately to apply experimental approaches statewide. Successful methods, however, merit statewide consideration. Therefore, systematic research and development needs to be conducted, and then districts need to adopt those practices or programs that are demonstrated to be effective.

Educational research is conducted by disparate and scattered institutions at local, regional, state, and national levels. Often, although the implications of individual studies are limited, syntheses of related studies have profound implications for change. The state must take responsibility for identifying, evaluating, categorizing, and disseminating research results.

Many of the proposals and requirements in this Long-Range Plan for sharing information, strengthening and disseminating the curriculum, reducing paperwork requirements, easing administrative burdens, and conducting inservice can be supported with the use of technologies. While not a panacea, technology, broadly defined, has significant implications for all aspects of education. Appropriate application of new or traditional technologies can alleviate problems created by class-size requirements, curricular changes, the need to monitor student progress, and individual learning needs, particularly in basic skills. Innovative uses of technology can increase local flexibility in meeting diverse instructional needs and overcoming problems caused by limited access to resources, thus increasing local responsibility for improved achieve-

ment. Creative use of in-class, in-school, or distance technologies can improve achievement and/or reduce costs, thus improving efficiency.

Technology, however, must be used by trained staff in educationally sound and cost-effective ways and must be provided efficiently and equitably statewide. Finally, newly available technologies and their applications must be translated to educational use as rapidly as possible.

The Actions

By the State	Agency Program Responsible
• The state will investigate, provide assistance on, and encourage implementation of distance-learning and other new technologies.	Research and Information and Curriculum and Program Development
• The state will coordinate all public and private telecommunications systems for delivery of distance instruction and administrative services.	
• Demonstration programs will be developed in areas consistent with the Long-Range Plan.	Curriculum and Program Development
• Technology-based and other pilot programs will be supported through technical assistance and through seeking to provide funds. Information about proven techniques will be distributed by the state and incentives for their adoption provided.	
• The state will implement a system and establish standards for evaluation and equitable distribution of software throughout the education system.	Curriculum and Program Development
• A long-term research agenda consistent with the goals for public schools will be established.	Research and Information
• The state will encourage investigation of priority issues by colleges and universities, private research and evaluation organizations, and by other educational groups. The state will share results of state-supported demonstration programs and syntheses of other research that have implications for improving educational practice in Texas.	
• The state will create education-business alliances in order to share information about and promote technological and other developments that can improve education.	Curriculum and Program Development

By the Regional Education Service Centers

- Regional education service centers should disseminate to districts the results of local and regional research and development efforts.
- A coordinated statewide system of computer and other technology services must be provided to meet districts' educational and informational needs.

By the Districts

- Limited tests of innovative practices should be conducted as appropriate and feasible, their success evaluated and the information shared with colleagues at the state and local levels.
- Districts should be aware of research results, incorporating the most salient into their own practices.
- Districts should adopt technologies that help manage the instructional program and that increase efficiency of teachers and administrators.

By the Colleges and Universities

- Institutions of higher education and the state should cooperate in defining and undertaking research.
- Practitioners need the results of research conducted by institutions of higher education and the implications for education.
- Prospective teachers and administrators need preparation in evaluating ongoing research and in changing their practices as research suggests.
- Innovative solutions to educational dilemmas need to be proposed and investigated.

The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- A process for investigating, judging the utility of, recording and sharing information about, and applying new technologies will have been implemented.
- Twenty technology-based and other demonstration programs designed to improve instruction and administration will have been implemented. They will be continually evaluated; the results will be disseminated statewide.
- By the beginning of the 1987-88 school year, a system will have been established according to which needed research will be identified, ranked according to priority, and undertaken or encouraged. The results will be disseminated.
- By 1988, a system will have been instituted for sharing information about effective programs and results of research among the Texas Education Agency, colleges and universities, districts, regional education service centers, and professional organizations.



GOAL 8:

COMMUNICATIONS

Communications among all public education interests will be consistent, timely, and effective.

OBJECTIVES

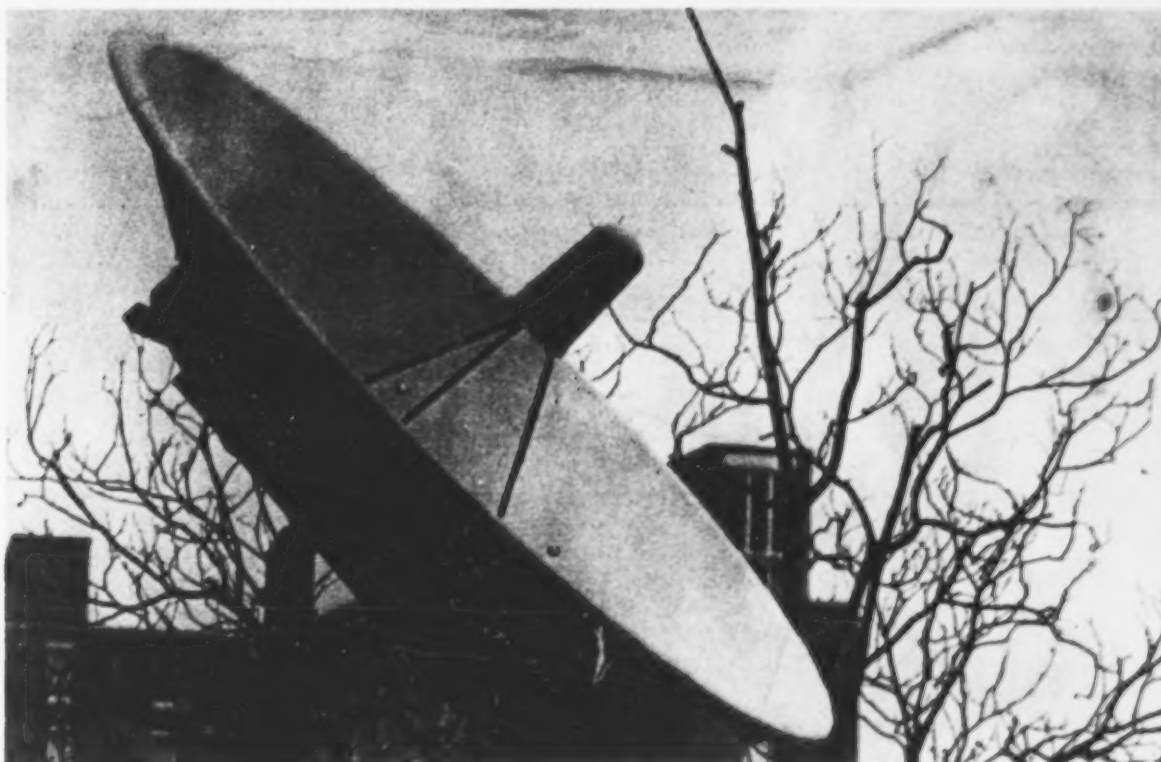
8-1	Communicate state education policies, needs, and performance to the Governor, the Legislature, students, parents, teachers, school administrators, and the public.
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8-2	Reflect school district differences such as size, socioeconomics, urban and suburban factors, and community characteristics in reporting educational performance.
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8-3	Provide the media with accurate information on a timely basis.
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8-4	Determine public perceptions of local schools and provide information about developments and achievements in the public school system.
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8-5	Increase the public's awareness that Texas' economic base has changed dramatically and that as a consequence, students need to succeed in school if they are to have an opportunity later to achieve economic success.
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GOAL 8: *Communications: Communications among all public education in- terests will be consistent, time- ly, and effective.*

Accurate, consistent, timely, and effective communication among all the publics interested in the schools is essential if a satisfactory working relationship based on mutual trust is to exist. There are three major groups which need to communicate at various levels of detail with each other. One group consists of parents, students, teachers, administrators, and local board members. The second group includes those who govern, provide resources, and set the framework in which schools operate. The third consists of the general public and the representatives of the media. All interested publics benefit where a system of communication functions optimally.

The Needs

Much communication among these groups presently exists, but too often the people who need particular information for policy or personal decision making do not have it in a consistent, timely, and accurate fashion. Indeed, lack of communication or faulty communication is believed to be at the root of much of the reported current conflict between parents and schools. Public education derives its support from a public that is informed not only about local schools but is also aware of the larger social and economic conditions prevalent in the society. Yet such information, typically disseminated by print and broadcast media, is sometimes not accurate in its reporting, spotty in its coverage, and too late to be effective. A combination of state and district action needs to be accomplished.

Public opinion about education is molded to an extent by the news media, which depend, in part, on state and local education officials for information about education policies, practices, and results. If the information relayed to the public through the news media is to be presented objectively and factually, officials must take every possible step to ensure the accuracy of the information provided to the media. Timeliness also must be stressed because of the daily, and even hourly, deadlines faced by news reporters.

The media are generally thought to include the print media, such as newspapers, wire services, and periodicals, and the broadcast media, such as radio and television stations. However, a broader definition of media includes other information gatherers such as association representatives who prepare newsletters, papers, and magazines for their memberships and private individuals who are researching education issues for papers, speeches, and personal knowledge. These persons can both benefit from and contribute to the timely and accurate distribution of information.

The entire educational community in Texas has been involved in implementing the major educational reforms mandated by the 68th Legislature. The impetus behind this legislation was the perception that the public was not satisfied with the performance of Texas public schools, particularly in the areas of student achievement and teacher quality. To keep faith with the public's expectations, the education community needs to know periodically about the public's awareness of educational improvement.

It is important that the policymakers have access to accurate and timely information about public attitudes toward the evolving educational system, monitoring both dissatisfaction and support.

Not only are public attitudes important; public knowledge is necessary, too. Parents and students need to know about and to understand the shift in the state's economic base from agriculture and mining, including petroleum and petrochemicals, to manufacturing and services. They need to understand that students, in the new Texas economy, are likely to be much more successful in obtaining a job and likely to earn considerably more income if they do well and graduate than if they do not.

The Actions

By the State

Agency Program Responsible

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| <ul style="list-style-type: none"> • Building on public and private expertise, the state will create and implement an integrated communications system. <ul style="list-style-type: none"> • The state will encourage the use of electronic information delivery systems. | Research and Information
and
Curriculum and
Program Development |
| <ul style="list-style-type: none"> • Districts will be required to publish locally their <i>Annual Performance Reports</i> and comparative information provided by the state. | Research and Information |
| <ul style="list-style-type: none"> • The state will continue to require districts to report all TEAMS scores and other measures of progress to all parents. | Research and Information |
| <ul style="list-style-type: none"> • Regular and special reports of performance will reflect district differences such as size, socioeconomics, urban and suburban factors, and community characteristics. | Research and Information |

By the State

Agency Program Responsible

- The State Board of Education will publicly recognize campuses and districts that exhibit significant improvement on various measures of student performance, decreased dropout rates, and decreased failure rates.
- The state will provide to districts technical assistance on providing information about developments and achievements in the local schools to local media and will prepare for state-level media timely synopses on current educational issues.
- A sample of the public will be polled periodically to determine changes in perceptions of local schools and the public education system.
- The state will collect, analyze, and interpret information from the Comptroller's Office, The University of Texas, and other entities on labor market trends and shifts in the economic structure of Texas.
 - This information and its implications for public education should be published by the Agency every two years in a format that emphasizes the relationship between student success in school and future economic success.
- The state will assist school districts in providing information about changes in Texas' economic base and the need for student success in school as well as other information to their communities.

Curriculum and
Program Development

Research and Information

Research and Information

Research and Information

Research and Information

By the Regional Education Service Centers

- Assistance will be provided to districts in using school performance information to increase school effectiveness.

By the Districts

- Districts will be expected to provide accurate and timely information to their communities and, through the regional education service centers, to the state.

- Provision of information to local media should be improved.
- Districts must continue to report all TEAMS scores to parents; other measures of progress should also be reported.

The Expected Results

By the end of the 1989-90 school year, unless otherwise stated:

- A fully integrated electronic communications system linking all entities of the education system will have been created.
- The system that the Texas Education Agency uses to report educational policies and actions to policymakers, educators, and to the public through the broadcast and print media will have been reviewed and revised as necessary to ensure thorough and timely communication.
- By 1987, state reports on educational performance will reflect salient district characteristics.
- Based on an improved public education system and its outcomes, the public's perception of public education will have improved.
- Public awareness of the relationship between changes in Texas' economic base and the concomitant need for students to succeed in school will have increased.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



Texas Education Agency

Austin, Texas

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